

Inspection of a good school: Dunnington Church of England Primary School

Pear Tree Lane, Dunnington, York, North Yorkshire YO19 5QG

Inspection dates:

7 and 8 July 2022

Outcome

Dunnington Church of England Primary School continues to be a good school.

What is it like to attend this school?

Dunnington Church of England Primary School is an inclusive and vibrant school. Pupils are confident, resilient and independent learners. The seven school values make up the word 'RESPECT'. The school's strong Christian ethos shapes these values. One pupil describes the values as 'lots of good words in one word.' Staff and pupils act with compassion and humility. Their working relationships are very positive.

Pupils are kind, polite and caring. They say that there is always something to take part in. Year 6 prefects support younger pupils at social times. There is plenty for pupils to do, from sports activities to a quiet club. Staff have high expectations for all pupils. Pupils know these expectations and behave well.

Parents are overwhelmingly positive about the school. They say that leaders listen to their concerns. One parent describes the school as 'an extension of the family.' Pupils feel safe and happy. Parents agree. Pupils say that bullying is rare. If it happens staff deal with it immediately.

Pupils enjoy the different responsibilities that they have in school. Collective worship monitors talk to religious visitors about school. They have created pictures to help other pupils understand the Lord's Prayer. Recently, for the Queen's Jubilee, the school council organised a bake sale. Pupils enjoyed taking part to try to win the 'Dunnington star baker spoon.'

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum. The recently-introduced reading and mathematics curriculum is strong. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Leaders have mapped out the important skills and knowledge that pupils should know. For a few subjects, staff have not yet had the time to check and refine their plans. Teachers know the end points for each topic or year

group. Staff make sure pupils know important information to avoid misconceptions. In mathematics, Year 1 pupils learned why drawing the long and short hand on a clock helps you accurately tell the time. Teachers plan learning that capture pupils' interests and enthusiasm.

The needs of pupils with SEND are identified by the special educational needs coordinator (SENCo) and shared with staff. The SENCo writes profiles for pupils with SEND. Teachers use this information well to support pupils with SEND during lessons and at other times of the day. For example, for some pupils, teachers share important information with lunchtime staff. In lessons, skilled staff break down learning into the smallest steps. This is helping pupils with SEND to make good progress.

Staff have good subject knowledge. They know their pupils well. In lessons, teachers use assessment to re-shape learning. Staff use songs and rhymes to help pupils recall key knowledge. Pupils enjoy this way of remembering. In geography, Year 5 pupils could compare the River Thames and the River Amazon. Pupils confidently use words like 'confluence' and 'source' from previous topics. Leaders plan the curriculum carefully to help pupils build secure mapping skills over time. In Reception Year, children draw classroom maps. By the end of Year 6, pupils understand six-figure grid references.

Leaders make reading and phonics a high priority. This year, staff have changed their reading programme. Phonics teaching begins in Reception Year and continues through key stage 1. Phonics is taught well. Staff give less confident readers extra support. Teachers make sure that the books pupils read match the sounds that they know. Pupils enjoy reading. Older pupils like the books that teachers recommend. Pupils value the reading bandstand they can access during social times. Staff provide pupils with excerpts of texts from different authors and cultures. Pupils enjoy reading this wide range. Teachers then buy the book if pupils are interested and want to read more.

Provision for pupils' wider development is strong. Pupils take part in a wide range of clubs, such as netball and football. They learn about fundamental British values in their lessons and assemblies. Pupils say the school hall reminds them of these 'country rules' and their school rules.

Pupils know about different faiths and beliefs. They have made links with schools in Nepal. Pupils enjoy finding out about cultural similarities and differences.

The headteacher commands the respect of all members of the school community. She skilfully develops school leaders. Multi-academy trust (MAT) officers and governors value the support she gives others. Staff are proud members of the school community. They value the changes leaders have introduced to the policy linked to assessing pupils' work. Leaders are careful to consider the well-being and workload of their staff. Staff say that giving immediate feedback helps pupils to make more progress in lessons.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are strong. Staff are well-trained. Leaders know the local risks. The headteacher's mantra is that 'it could happen here.' Staff, governors and parents receive up to date information about risks. Everyone values the regular five-minute guides they receive. If a pupil needs help, leaders know how to access support.

Checks made on the suitability of staff are thorough. Governors and trustees hold leaders to account for their safeguarding and vetting procedures.

The curriculum teaches pupils how to stay safe in different ways. For example, pupils know about age limits on games and how to ride to school safely on their bikes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not fully implemented the school's new curriculum plans in every subject. Leaders and staff are still refining aspects of the curriculum to ensure that pupils retain the identified key knowledge and skills over time. Leaders should ensure that they review and refine the curriculum, so that it matches the scope of subjects where this work has already been completed.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Dunnington Church of England Voluntary Controlled Primary School, to be good in November 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144713
Local authority	York
Inspection number	10227607
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Board of trustees
Chair of trust	Ian Dolben
Headteacher	Caroline Hancy
Website	dunningtonprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Dunnington Church of England Primary School converted to become an academy school in March 2018. When its predecessor school, Dunnington Church of England Voluntary Controlled Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use alternative provision. This is a voluntary controlled school in the Diocese of York. The diocese completed the last section 48 'Statutory Inspection of Anglican and Methodist Schools' on 1 February 2018. The timescales for reinspection have been extended in light of the disruption caused by the COVID-19 pandemic.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.

- The inspector met with senior leaders from the school, three members of the governing body, including the chair of governors, the chief executive of the trust, the chair of trustees and a representative from the diocese.
- The inspector carried out deep dives in the following subjects: early reading, mathematics, and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour in discussions.
- The inspector reviewed safeguarding records, including the single central record. Discussions with staff and pupils were held to determine their understanding of safeguarding.
- The views of parents were sought face-to-face, and the inspector considered the responses to Ofsted's Parent View.
- The inspector considered the views of staff from meeting with staff and from the responses to Ofsted's staff questionnaire.
- The inspector held meetings with the special educational needs coordinator to consider the curriculum for pupils with SEND.
- The inspector met with subject leaders to discuss curriculum plans and visited lessons accompanied by senior leaders.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

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